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ABSTRACT

Eighteen tables on characteristics of movers, leavers, and stayers present data from the 1988-89 Teacher Followup Survey (TFS), a follow-up of a sample of public school (PUBS) and private school (PVTS) teachers who responded to the Teacher Survey component of the 1987-88 Schools and Staffing Survey of the National Center for Education Statistics. The report includes data on characteristics of teachers who left the teaching profession between school years 1987-88 and 1988-89 (leavers), teachers who changed schools during that period (movers), and teachers who stayed in the same school (stayers). The tables include estimates of teacher attrition by field of assignment, reasons for leaving the teaching profession, and comparisons of former teachers' current occupations with the teaching profession. National estimates are provided for all data. The TFS was a mail survey, which included one questionnaire each for current teachers and former teachers. The attrition rate from the teaching profession between 1987-88 and 1988-89 was 5.6% in PUBSs and 12.7% in PVTSs. The rate at which PUBS teachers of general education left the profession varied little by field. Teacher attrition varied by teacher's age. The attrition rates for PUBS teachers in 3 age groups were: 9% for those younger than 30 years old, 2.3% for those between 40 and 49 years old, and 9.8% for those 50 years old and over. Almost all PUBS movers (92.6%) transferred to other PUBSs, while only half of the PVTS movers (48%) transferred to other PVTSs. About 18% of PUBS leavers and 12% of PVTS leavers expect to return to elementary school or secondary school teaching in the 1989-90 school year. Technical notes are provided. The two TFS questionnaires are appended. (RLC)

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Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988–89

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June 1991

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Highlights

- The attrition rate from the teaching profession between 1987-88 and 1988-89 was 5.6 percent in public schools and 12.7 percent in private schools.

- The rate at which public school teachers of general education subjects left the profession varied little by field. Science and math teachers, in particular, were no more likely to leave the teaching profession than teachers of other general education subjects such as English, reading, and social studies.

- Teacher attrition varied by teacher's age. The rate for public school teachers in the 50 or more age category was 9.8 percent; the rate in the less than 30 age category was 9 percent. In the 40 to 49 age category, the attrition rate was 2.3 percent.

- Almost all public school teachers who changed schools between school years 1987-88 and 1988-89 transferred to other public schools (92.6 percent), while only half (48 percent) of the private school teachers in 1987-88 who changed schools stayed in private schools (52 percent transferred to public schools).

- Among former public school teachers, 27.2 percent cited homemaking and/or child rearing as their primary occupation status in 1988-89. Another 24.8 percent said that they were retired. About 35 percent of former private school teachers said that they were working in an occupation outside of elementary or secondary education; another 30 percent said that they were engaged in homemaking and/or child rearing.

- About 18 percent of public school teachers who left the teaching profession between 1987-88 and 1988-89 and 12 percent of private school teachers who left in the same period expect to return to teaching in any of grades K through 12 in school year 1989-90.

- About two-thirds of public and private school teachers who stayed in the same school between school years 1987-88 and 1988-89 felt that "providing higher salaries or better fringe benefits" is the most effective step that schools might take to encourage teachers to remain in teaching. However, among former public school teachers who cited "dissatisfaction with the teaching as a career" as one of their main reasons for leaving the profession, 7.3 percent cited "poor salary" as their main area of dissatisfaction, while 26.4 percent cited "inadequate support from the administration" as their main area of dissatisfaction.

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Characteristics of Stayers, Movers, and Leavers:
Results from the Teacher Followup Survey, 1988-89

Introduction

These tabulations on characteristics of movers, leavers, and stayers present data from the 1988-89 Teacher Followup Survey (TFS), a followup of a sample of public and private school teachers who responded to the Teacher Survey component of the 1987-88 Schools and Staffing Survey (SASS). The data presented include characteristics of teachers who left the teaching profession between school years 1987-88 and 1988-89 (leavers), teachers who changed schools during that period (movers), and teachers who stayed in the same school (stayers). In addition to characteristics of stayers, movers, and leavers, the tabulations include estimates of teacher attrition by field of assignment, reasons for leaving the teaching profession, and comparisons of former teachers' current occupation with the teaching profession. This report provides national estimates for all data.

The Schools and Staffing Survey and the Teacher Followup Survey were developed by the U.S. Department of Education's National Center for Education Statistics, and were conducted by the U.S. Bureau of the Census. The SASS was a mail survey which collected public and private sector data on the Nation's elementary and secondary teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices. The seven questionnaires of the SASS are as follows:

1. The Teacher Demand and Shortage Questionnaire for Public School Districts (LEAs).
2. The Teacher Demand and Shortage Questionnaire for Private Schools.
3. The School Administrator Questionnaire.
4. The Public School Questionnaire.
5. The Private School Questionnaire.
6. The Public School Teachers Questionnaire.
7. The Private School Teachers Questionnaire.

The Teacher Followup Survey was also a mail questionnaire which collected followup information on a sample of public and private school teachers who had participated in the SASS. The purpose of the TFS was to determine the attrition rate for teachers, to determine the characteristics of those who stay in the teaching profession and those who leave, to obtain major activity/occupation data for those who leave the teaching profession and career patterns for those who remain in the profession, to obtain data on educational activities and future plans, and to obtain data on attitudes about the teaching profession and job satisfaction. The two questionnaires of the TFS are as follows:

1. Questionnaire for Current Teachers.
2. Questionnaire for Former Teachers.

The survey methodology is described in the Technical Notes section which follows presentation of the tables.

Table 1.--Attrition rates from the teaching profession, by main field of assignment: 1987-88 to 1988-89

	Public in 1987-88	Private in 1987-88
Total	5.6	12.7
Kindergarten	3.1	10.5
General elementary	5.6	11.9
Art/music	4.2	17.6
Bilingual/ESL	5.6	18.0
Business	5.9	--
English/language arts	8.5	18.7
Health	3.9	6.4
Home economics	6.6	--
Industrial arts	3.7	--
Math	4.9	10.9
Reading	5.1	--
Social studies	5.0	8.4
Science total	5.4	9.2
Biology	3.2	8.5
Chemistry/physics	4.1	7.0
General science/earth science	7.1	10.9
Special education total	7.3	13.7
Mentally retarded	12.6	--
Learning disabled	4.3	7.6
Other special education	8.4	23.7
Vocational education	6.7	--
All others*	5.5	18.2

--Too few cases for a reliable estimate.

*Includes computer science, remedial education, religion, gifted, prekindergarten, foreign language, and all others.

NOTE: The attrition rate is the percentage of teachers who left the teaching profession between school years 1987-88 and 1988-89 (percent "leavers").

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

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Table 2.--Attrition rates from the teaching profession, by selected characteristics of teachers: 1987-88 to 1988-89

1987-88 base year characteristics	Public in 1987-88	Private in 1987-88
Total	5.6	12.7
Sex		
Male	5.1	10.2
Female	5.8	13.4
Not reported	--	--
Age		
Less than 30	9.0	17.6
30 to 39	5.0	11.8
40 to 49	2.3	10.9
50 or more	9.8	12.2
Not reported	12.9	--
Full-time teaching experience		
1 year	8.9	15.8
2 years	12.2	15.0
3 years	8.8	18.1
4 to 9 years	4.9	12.9
10 to 20 years	4.2	10.7
More than 20 years	5.7	11.0
Not reported	12.3	29.3
Degree earned		
Less than bachelor's	3.2	26.5
Bachelor's	5.6	12.7
Master's	5.5	10.4
Education specialist	6.3	23.3
Doctorate or professional	4.3	--
Race/ethnicity		
Am. Indian, Aleut, Eskimo	3.1	--
Asian or Pacific Islander	4.2	--
Black, non-hispanic	5.1	34.9
White, non-hispanic	5.7	12.1
Hispanic	2.9	21.2
Not reported	6.1	--
Level taught		
Elementary	5.5	12.6
Secondary	5.6	12.9

--Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 3.--Number and percentage of stayers, movers, and leavers by selected characteristics of teachers: 1988-89

1987-88 base year characteristics	Public in 1987-88			Private in 1987-88		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	2,052,383	185,960	131,851	239,892	29,352	39,317
Sex						
Male	608,663	49,885	35,284	54,020	3,920	6,606
Female	1,437,351	135,242	96,007	185,872	25,300	32,711
Not reported	--	--	--	--	--	--
Age						
Less than 30	242,789	49,358	28,977	41,685	10,689	11,158
30 to 39	688,013	69,979	40,084	87,300	9,497	12,981
40 to 49	747,714	48,326	19,057	68,568	6,301	9,161
50 or more	352,352	15,777	40,184	38,928	2,499	5,771
Not reported	--	--	--	--	--	--
Full-time teaching experience						
1 year	42,564	7,580	4,876	8,862	2,017	2,041
2 years	36,480	6,266	5,928	10,583	1,990	2,227
3 years	38,846	7,482	4,462	8,700	1,523	2,258
4 to 9 years	234,707	32,687	13,882	52,365	8,646	9,067
10 to 20 years	511,299	36,260	23,977	57,267	5,094	7,505
More than 20 years	1,175,404	93,818	76,629	94,473	9,583	12,852
Not reported	--	--	2,099	7,642	--	3,367
Degree earned						
Less than bachelor's	--	--	--	8,375	--	3,460
Bachelor's	1,053,848	107,044	68,421	142,611	19,490	23,533
Master's	853,664	67,813	53,992	77,072	7,744	9,895
Education specialist	107,824	9,463	7,927	--	--	--
Doctorate or professional	--	--	--	--	--	--
Race/ethnicity						
Am. Indian, Aleut, Eskimo	--	--	--	--	--	--
Asian or Pacific Islander	--	--	--	--	--	--
Black, non-hispanic	150,410	15,147	8,827	--	--	--
White, non-hispanic	1,765,706	158,171	116,336	226,162	26,328	34,773
Hispanic	54,430	4,961	1,776	--	--	--
Not reported	30,868	--	--	--	--	--
Level taught						
Elementary	1,029,411	113,911	66,458	121,282	17,076	19,863
Secondary	1,022,972	72,049	65,393	118,609	12,276	19,454

Table 3.--Number and percentage of stayers, movers, and leavers by selected characteristics of teachers: 1988-89--continued

1987-88 base year characteristics	Public in 1987-88			Private in 1987-88		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	86.6%	7.9%	5.6%	77.8%	9.5%	12.7%
Sex						
Male	87.7	7.2	5.1	83.7	6.1	10.2
Female	86.1	8.1	5.8	76.2	10.4	13.4
Not reported	--	--	--	--	--	--
Age						
Less than 30	75.6	15.4	9.0	65.6	16.8	17.6
30 to 39	86.2	8.8	5.0	79.5	8.7	11.8
40 to 49	91.7	5.9	2.3	81.6	7.5	10.9
50 or more	86.3	3.9	9.8	82.5	5.3	12.2
Not reported	78.0	9.1	12.9	--	--	--
Full-time teaching experience						
1 year	77.4	13.8	8.9	68.6	15.6	15.8
2 years	75.0	12.9	12.2	71.5	13.5	15.1
3 years	76.5	14.7	8.8	69.7	12.2	18.1
4 to 9 years	83.4	11.6	4.9	74.7	12.3	12.9
10 to 20 years	89.5	6.3	4.2	82.0	7.3	10.7
More than 20 years	87.3	7.0	5.7	80.8	8.2	11.0
Not reported	76.7	11.0	12.3	66.4	4.3	29.3
Degree earned						
Less than bachelor's	96.3	--	3.2	64.1	9.4	26.5
Bachelor's	85.7	8.7	5.6	76.8	10.5	12.7
Master's	87.5	7.0	5.5	81.4	8.2	10.5
Education specialist	86.1	7.6	6.3	66.5	10.2	23.3
Doctorate or professional	88.4	7.3	4.3	--	--	--
Race/ethnicity						
Am. Indian, Aleut, Eskimo	95.0	1.9	3.1	--	--	--
Asian or Pacific Islander	73.7	22.2	4.2	--	--	--
Black, non-hispanic	86.3	8.7	5.1	29.7	35.4	34.9
White, non-hispanic	86.6	7.8	5.7	78.7	9.2	12.1
Hispanic	89.0	8.1	2.9	68.6	10.2	21.2
Not reported	86.2	7.8	6.1	67.4	14.2	18.5
Level taught						
Elementary	85.1	9.4	5.5	76.7	10.8	12.6
Secondary	88.2	6.2	5.6	78.9	8.2	12.9

--Too few cases for a reliable estimate. Caution should be used in interpreting corresponding percentages.

NOTE: Details may not add to totals due to rounding. The definitions of "stayer," "mover," and "leaver" may be found in the technical notes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 4.--Number and percentage of stayers, movers, and leavers by selected characteristics of schools: 1988-89

1987-88 base year characteristics	Public in 1987-88			Private in 1987-88		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	2,052,383	185,960	131,851	239,892	29,352	39,317
School level						
Elementary	1,098,970	111,616	66,072	112,170	15,879	17,602
Secondary	699,079	51,586	42,613	45,494	3,840	6,586
Combined	98,152	6,221	7,737	53,912	6,036	11,068
Not reported	156,182	16,537	15,430	28,316	3,598	4,061
School size						
Less than 150	77,744	8,895	4,106	36,320	9,145	10,924
150-299	200,608	23,424	12,763	73,043	7,701	11,081
300-499	507,185	43,330	32,622	42,289	5,007	5,368
500-749	488,663	41,802	32,086	30,723	2,143	3,306
750 or more	622,002	51,973	34,844	29,200	--	4,578
Not reported	156,182	16,537	15,430	28,316	3,598	4,061
Minority status						
Less than 5%	614,686	47,969	35,749	84,762	10,074	14,454
5 to 19%	481,906	42,138	32,158	80,739	7,306	10,162
20 to 49%	413,043	35,597	24,358	24,522	3,167	6,431
50% or more	386,566	43,719	24,157	21,552	5,207	4,209
Not reported	156,182	16,537	15,430	28,316	3,598	4,061
Community type						
Rural	1,004,375	86,606	63,217	56,352	9,187	11,693
Suburban	417,254	30,966	25,098	62,537	5,575	7,647
Urban	467,200	50,797	27,480	92,353	10,964	15,916
Other	--	--	--	--	--	--
Not reported	156,182	16,537	15,430	28,316	3,598	4,061
Region						
Northeast	408,976	24,892	17,224	63,798	9,293	8,598
Midwest	515,977	44,150	31,873	63,987	6,814	7,366
South	655,569	70,253	45,222	54,591	5,830	12,112
West	315,680	30,128	22,102	29,200	3,817	7,179
Not reported	156,182	16,537	15,430	28,316	3,598	4,061

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Table 4.--Number and percentage of stayers, movers, and leavers by selected characteristics of schools: 1988-89--continued

1987-88 base year characteristics	Public in 1987-88			Private in 1987-88		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	86.6%	7.8%	5.6%	77.7%	9.5%	12.7%
School level						
Elementary	86.1	8.7	5.2	77.0	10.9	12.1
Secondary	88.1	6.5	5.4	81.4	6.9	11.8
Combined	87.5	5.5	6.9	75.9	8.5	15.6
Not reported	83.0	8.8	8.2	78.7	10.0	11.3
School size						
Less than 150	85.7	9.8	4.5	64.4	16.2	19.4
150-299	84.7	9.9	5.4	79.5	8.4	12.1
300-499	87.0	7.4	5.6	80.3	9.5	10.2
500-749	86.9	7.4	5.7	84.9	5.9	9.1
750 or more	87.8	7.3	4.9	86.4	0.0	13.6
Not reported	83.0	8.8	8.2	78.7	10.0	11.3
Minority status						
Less than 5%	88.0	6.9	5.1	77.6	9.2	13.2
5 to 19%	86.6	7.6	5.8	82.2	7.4	10.3
20 to 49%	87.3	7.5	5.1	71.9	9.3	18.8
50% or more	85.1	9.6	5.3	69.6	16.8	13.6
Not reported	83.0	8.8	8.2	78.7	10.0	11.3
Community type						
Rural	87.0	7.5	5.5	73.0	11.9	15.1
Suburban	88.2	6.5	5.3	82.5	7.4	10.1
Urban	85.6	9.3	5.0	77.5	9.2	13.3
Other	81.4	11.6	6.9	92.1	7.9	0.0
Not reported	83.0	8.8	8.2	78.7	10.0	11.3
Region						
Northeast	90.7	5.5	3.8	78.1	11.4	10.5
Midwest	87.2	7.5	5.4	81.9	8.7	9.4
South	85.0	9.1	5.9	75.3	8.0	16.7
West	85.8	8.2	6.0	72.6	9.5	17.9
Not reported	83.0	8.8	8.2	78.7	10.0	11.3

--Too few cases for a reliable estimate. Caution should be used in interpreting corresponding percentages.

NOTE: Details may not add to totals due to rounding. Nonresponse in this table is due to total survey nonresponse from some schools in the 1987-88 SASS.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 5.--Characteristics of schools to which teachers moved: 1988-89

TFS school characteristics	Public in 1987-88		Private in 1987-88	
	Number	Percent	Number	Percent
Total	185,960	100.0%	29,352	100.0%
Sector				
Public	172,222	92.6	14,381	49.0
Private	4,853	2.6	14,091	48.0
Not reported	--	4.8	--	3.0
Region				
Northeast	28,578	15.4	10,389	35.4
Midwest	45,793	24.6	6,628	22.6
South	75,971	40.9	7,860	26.8
West	35,618	19.2	4,476	15.2
Community type				
Rural	82,740	44.5	10,274	35.0
Suburban	32,702	17.6	6,139	20.9
Urban	68,645	36.9	12,386	42.2
Other	--	0.1	--	--
Not reported	--	0.8	--	1.9

--Too few cases for a reliable estimate. Caution should be used in interpreting the corresponding percentages.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 6.--Current primary occupational status of former teachers: 1988-89

Primary occupational status	Public in 1987-88		Private in 1987-88	
	Number	Percent	Number	Percent
Total	131,851	100.0%	39,317	100.0%
Working in an elementary or secondary school with an assignment other than teaching	22,617	17.2	3,621	9.2
Working in an occupation outside of elementary or secondary education	23,522	17.8	13,853	35.2
Attending a college or university	7,255	5.5	3,921	10.0
Homemaking and/or child rearing	35,877	27.2	11,632	29.6
Retired	32,700	24.8	2,228	5.7
Disabled	--	0.7	--	0.4
Other	8,935	6.8	3,927	10.0

--Too few cases for a reliable estimate. Caution should be used in interpreting corresponding percentages.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

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Table 7.--Current occupational status of former teachers working in an occupation outside of elementary or secondary education: 1988-89

Job	Public in 1987-88		Private in 1987-88	
	Number	Percent	Number	Percent
Total	23,522	100.0%	13,853	100.0%
Employee of a private company, business, or individual for wages, salary, or commission	14,046	59.7	10,040	72.5
Federal/State/Local government employee	4,563	19.4	1,593	11.5
Self-employed in own business, professional practice, or farm	3,704	15.7	1,680	12.1
Working without pay in a family business or farm	--	--	--	--
Working without pay in a volunteer job	--	--	--	--

--Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

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Table 8.--Main reason why former teachers left the teaching profession: 1988-89

Reason	Public in 1987-88		Private in 1987-88	
	Number	Percent	Number	Percent
Total	131,851	100.0%	39,317	100.0%
Family or personal move	11,412	8.7	6,981	17.8
Pregnancy/child rearing	24,857	18.9	8,280	21.1
Health	2,879	2.2	--	1.5
To retire	29,454	22.3	2,144	5.5
To pursue another career	17,644	13.4	4,182	10.6
For better salary or benefits	5,887	4.5	3,569	9.1
To take courses to improve career opportunities in the field of education	4,486	3.4	2,831	7.2
To take courses to improve career opportunities outside the field of education	--	1.4	--	1.8
School staffing action	7,558	5.7	2,744	7.0
To take a sabbatical or other break from teaching	7,137	5.4	--	4.5
Dissatisfied with teaching as a career	11,731	8.9	2,597	6.6
Other family or personal reason	6,348	4.8	2,596	6.6
Not reported	--	0.5	--	0.8

--Too few cases for a reliable estimate. Caution should be used in interpreting corresponding percentages.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

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Table 9.--What current and former teachers expect their main activity will be during the next school year (1989-90): 1988-89

Activity	Current teachers		Former teachers	
	Number	Percent	Number	Percent
Total public in 1987-88	2,238,343	100.0%	131,851	100.0%
Teaching any of grades K-12	2,099,421	93.8	23,388	17.7
Teaching at pre-K or post-sec level	--	0.1	3,362	2.5
Attending a college or university	--	0.3	5,582	4.2
Working in non-tching occup. in education	19,694	0.9	23,373	17.7
Working outside the field of education	19,017	0.8	17,394	13.2
Homemaking and/or child rearing	11,441	0.5	20,131	15.3
Unemployed and seeking work	--	0.2	--	1.0
Retired	29,882	1.3	27,011	20.5
Other	33,833	1.5	9,674	7.3
Not reported	--	0.5	--	0.5
Total private in 1987-88	269,244	100.0%	39,317	100.0%
Teaching any of grades K-12	239,338	88.9	4,841	12.3
Teaching at pre-K or post-sec level	--	0.4	--	1.6
Attending a college or university	--	1.0	3,686	9.4
Working in non-tching occup. in education	--	1.4	3,221	8.2
Working outside the field of education	--	1.6	8,307	21.1
Homemaking and/or child rearing	6,991	2.6	10,234	26.0
Unemployed and seeking work	--	0.1	--	1.7
Retired	--	0.6	1,965	5.0
Other	7,566	2.8	5,424	14.1
Not reported	--	0.7	--	0.6

--Too few cases for a reliable estimate. Caution should be used in interpreting corresponding percentages.

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 10.--Percentage of former teachers who reported "dissatisfied with teaching as a career" as one of three main reasons for leaving the profession, by main area of dissatisfaction: 1988-89

Area of dissatisfaction	Public in 1987-88	Private in 1987-88
Total	100.0%	100.0%
Poor opportunity for professional advancement	8.0	6.4
Inadequate support from administration	26.4	22.2
Unsafe working environment	0.9	0.0
Lack of influence over school policies and practices	7.6	3.2
Lack of control over own classrooms	2.2	--
Lack of professional competence of colleagues	1.3	2.8
Poor student motivation to learn	17.7	12.0
Generally poor working conditions	3.6	7.7
Class sizes too large	2.9	2.6
Student discipline problems	7.5	16.5
Poor salary	7.3	16.1
Not reported	14.8	9.7

--Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding. This table is based upon those former teachers (N=2,222) who reported that "dissatisfaction with teaching as a career" was one of their three main reasons for leaving the teaching profession.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 11.--Percentage of movers who reported "dissatisfied with the previous school" as one of three main reasons for changing schools, by main area of dissatisfaction: 1988-89

Area of dissatisfaction	Public in 1987-88	Private in 1987-88
Total	100.0%	100.0%
Poor opportunity for professional advancement	9.6	5.9
Inadequate support from administration	38.0	42.7
Unsafe working environment	1.8	0.0
Lack of influence over school policies and practices	4.8	2.2
Lack of control over own classrooms	1.7	0.0
Lack of professional competence of colleagues	4.8	5.6
Poor student motivation to learn	5.6	--
Generally poor working conditions	5.3	3.7
Class sizes too large	5.1	--
Student discipline problems	2.1	1.7
Poor salary	2.3	22.3
Not reported	19.4	14.7

--Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding. This table is based upon those current teachers (N=1,747) who reported that being "dissatisfied with the previous school" was one of their three main reasons for leaving the school in which they had taught in 1987-88.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

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Table 12.--Percentage of teachers who think that each step is the most effective step that schools might take to encourage teachers to remain in teaching: 1988-89

Step	Stayers	Movers	Leavers
Total public in 1987-88	100.0%	100.0%	100.0%
Providing higher salaries or better fringe benefits	64.4	61.1	46.1
Improving opportunities for professional advancement	2.8	4.5	5.9
Dealing more effectively with student discipline and making schools safer	7.3	9.1	10.4
Giving teachers more authority in the school and in their own classrooms	5.5	4.5	9.1
Increasing standards for students' academic performance	1.3	1.6	2.8
Providing better resources and materials for classroom use	1.4	1.2	2.2
Decreasing class size	5.5	5.6	6.4
Reducing the paperwork burden on teachers	3.3	2.5	5.0
Providing more support for new teachers (e.g., mentor teacher programs)	1.1	1.4	1.5
Increasing parent involvement in the schools	1.4	1.5	1.3
Reducing teacher workload	3.1	3.3	3.0
Providing merit pay or other pay incentives to teachers	1.7	1.2	4.2
Providing teacher training in content areas and instructional methods	0.5	0.3	1.0
Not reported	0.5	2.2	1.3
Total private in 1987-88	100.0%	100.0%	100.0%
Providing higher salaries or better fringe benefits	64.7	51.8	51.4
Improving opportunities for professional advancement	5.5	2.1	3.1
Dealing more effectively with student discipline and making schools safer	5.7	10.8	15.3
Giving teachers more authority in the school and in their own classrooms	5.9	4.6	5.2
Increasing standards for students' academic performance	2.0	1.0	2.7
Providing better resources and materials for classroom use	1.7	1.0	0.9
Decreasing class size	3.3	6.9	2.4
Reducing the paperwork burden on teachers	2.6	5.4	2.6
Providing more support for new teachers (e.g., mentor teacher programs)	0.8	3.4	2.4
Increasing parent involvement in the schools	1.3	2.5	3.0
Reducing teacher workload	1.8	3.2	6.9
Providing merit pay or other pay incentives to teachers	2.8	2.3	1.7
Providing teacher training in content areas and instructional methods	0.8	0.6	1.4
Not reported	1.4	4.5	1.0

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 13.--Standard errors for attrition rates from the teaching profession, by main field of assignment: 1987-88 to 1988-89 (table 1)

	Public	Private
Total	0.30	0.85
Kindergarten	0.69	2.64
General elementary	0.63	1.23
Art/music	0.78	4.40
Bilingual/ESL	1.26	5.17
Business	2.27	--
English/language arts	1.77	3.38
Health	0.83	2.99
Home economics	2.35	--
Industrial arts	1.29	--
Math	0.74	2.63
Reading	1.25	--
Social studies	1.67	2.87
Science total	1.22	2.26
Biology	0.94	5.08
Chemistry/physics	2.07	4.13
General science/earth science	2.10	3.76
Special education total	1.23	9.21
Mentally retarded	4.27	--
Learning disabled	0.64	10.25
Other special education	2.52	18.19
Vocational education	2.48	--
All others*	1.04	5.75

--Too few cases for a reliable estimate.
*Includes computer science, remedial education, religion, gifted, prekindergarten, foreign language, and all others.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 14.--Standard errors for attrition rates from the teaching profession, by selected characteristics of teachers: 1987-88 to 1988-89 (table 2)

1987-88 base year characteristics	Public in 1987-88	Private in 1987-88
Total	0.30	0.85
Sex		
Male	0.51	1.72
Female	0.38	0.92
Not reported	--	--
Age		
Less than 30	1.12	1.85
30 to 39	0.45	1.58
40 to 49	0.32	1.79
50 or more	1.03	2.16
Not reported	7.04	--
Full-time teaching experience		
1 year	2.32	3.65
2 years	3.61	3.19
3 years	1.98	4.05
4 to 9 years	0.55	2.38
10 to 20 years	0.56	1.78
More than 20 years	0.36	1.16
Not reported	3.33	6.74
Degree earned		
Less than bachelor's	1.06	5.64
Bachelor's	0.44	1.20
Master's	0.55	1.43
Education specialist	0.99	7.64
Doctorate or professional	2.37	--
Race		
Am. Indian, Aleut, Eskimo	1.70	--
Asian or Pacific Islander	2.77	--
Black, non-hispanic	1.80	8.35
White, non-hispanic	0.32	0.90
Hispanic	0.84	6.50
Not reported	2.26	--
Level		
Elementary	0.41	1.03
Secondary	0.38	1.30

--Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 15.--Selected standard errors for number and percentage of stayers, movers, and leavers by selected characteristics of teachers: 1988-89 (table 3)

1987-88 base year characteristics	Public in 87-88			Private in 87-88		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	55,476.6	9,780.0	6,907.5	12,667.3	1,975.2	2,533.8
Sex						
Male	35,301.4	5,009.1	3,737.2	5,694.3	572.0	977.2
Female	48,014.0	7,758.5	5,949.7	10,217.4	1,704.1	2,472.1
Not reported	--	--	--	--	--	--
Age						
Less than 30	11,472.3	3,227.8	3,674.8	4,678.8	920.2	1,096.2
30 to 39	34,711.5	6,382.4	3,780.8	8,033.5	1,047.0	1,660.6
40 to 49	38,014.5	5,597.4	2,837.8	6,086.2	1,152.3	1,544.2
50 or more	20,228.1	3,362.8	4,045.3	5,492.5	669.7	857.1
Not reported	--	--	--	--	--	--
Degree earned						
Less than bachelor's	--	--	--	2,262.0	--	660.4
Bachelor's	38,039.8	6,300.7	5,437.1	9,516.9	1,380.4	1,769.7
Master's	38,393.6	7,521.9	4,996.3	7,462.9	1,030.9	1,623.9
Education specialist	11,711.3	2,040.4	845.7	--	--	--
Doctorate or professional	--	--	--	--	--	--
Race						
Am. Indian, Aleut, Eskimo	--	--	--	--	--	--
Asian or Pacific Islander	--	--	--	--	--	--
Black, non-hispanic	16,424.7	1,389.4	2,912.0	--	--	--
White, non-hispanic	48,810.4	9,627.4	6,144.1	12,712.7	1,795.0	2,732.7
Hispanic	10,648.7	1,155.2	358.9	--	--	--
Not reported	8,258.1	--	--	--	--	--
Level						
Elementary	36,096.5	7,486.3	4,619.3	7,594.3	1,248.2	1,832.2
Secondary	39,606.1	5,509.3	5,187.3	9,369.1	1,549.6	1,800.8

-- Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

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Table 16.--Standard errors for characteristics of schools to which teachers moved: 1988-89 (table 5)

TFS school characteristics	Public in 1987-88		Private in 1987-88	
	Number	Percent	Number	Percent
Total	9,780		1,975	
Sector				
Public	9,073	1.80	1,217	2.93
Private	1,011	0.56	1,300	3.03
Not reported	--	1.74	--	1.81
Region				
Northeast	782	1.76	1,135	4.36
Midwest	2,520	2.17	566	3.18
South	3,093	2.55	319	3.00
West	9,095	2.22	1,747	2.12
Community type				
Rural	6,808	2.90	1,321	3.77
Suburban	3,532	1.75	855	2.71
Urban	6,375	2.59	1,277	3.47
Other	--	0.06	--	--
Not reported	--	0.29	--	1.33

--Too few cases for a reliable estimate. Caution should be used in interpreting the corresponding percentages.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 17.--Selected standard errors for main reason why former teachers left the teaching profession: 1988-89 (table 8)

Reason	Public in 1987-88		Private in 1987-88	
	Number	Percent	Number	Percent
Family or personal move	2,111.2	1.52	1,121.8	2.61
Pregnancy/child rearing	4,073.4	2.84	1,536.4	3.34
To retire	3,482.2	2.39	559.7	1.37
To pursue another career	3,318.0	2.40	738.4	1.78
To take courses to improve career opportunities outside the field of education	--	0.39	--	0.89

--Too few cases for a reliable estimate.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

Table 18.--Selected standard errors for percentage of teachers who think that each step is the most effective step that schools might take to encourage teachers to remain in teaching: 1988-89 (table 12)

Step	Stayers	Movers	Leavers
Public			
Providing higher salaries or better fringe benefits	1.40	2.20	2.83
Decreasing class size	0.60	0.79	1.36
Increasing parent involvement in the schools	0.34	0.46	0.34
Private			
Providing higher salaries or better fringe benefits	2.35	4.02	2.84
Decreasing class size	0.66	1.81	0.61
Increasing parent involvement in the schools	0.51	0.91	1.48

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89.

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Technical Notes

Sample Selection

Teachers were selected for the Teacher Followup Survey based upon their participation in the 1987-88 Schools and Staffing Survey. The following sections describe how schools and teachers were selected for the 1987-88 SASS, and subsequently for the Teacher Followup Survey.

Selection of schools for SASS

The public school sample of 9,317 schools was selected from the Quality Education Data (QED) file of public schools. All public schools in the file were stratified by the 50 States and the District of Columbia, and then by three grade levels (elementary, secondary, and combined). For each stratum within each state, sample schools were selected by systematic (interval) sampling with probability proportional to the square root of the number of teachers within a school.

All 3,513 private schools in the private school sample received both a Teacher Demand and Shortage Questionnaire and a Private School Questionnaire. The private school sample was selected primarily from the QED file of private schools. Since this list of private schools did not fully cover all private schools in the country, two additional steps were taken to improve coverage. The first step was to update the QED file with current lists of schools from 17 private school associations. All private schools on the QED file and the lists from the private associations were then stratified by state, grade level, and affiliation. Sample schools were then selected by systematic (interval) sampling within each stratum, with probability proportional to the square root of the number of teachers. The second step was to include an area frame of schools, contained in 75 probability selected Primary Sampling Units (PSUs), each PSU consisting of a county or group of counties. The PSUs were stratified by Census geographic region: Northeast, West, South, and Midwest; Metropolitan Statistical Area (MSA) status (MSA or non MSA); and private school enrollment (two groups). These PSUs were selected from the universe of 2,497 PSUs with probability proportional to the square root of the PSU population. Within each of the 75 PSUs, a telephone search was made to find all eligible (in scope) private schools, using such sources as yellow pages, Non-Roman Catholic religious institutions, local education agencies, chambers of commerce, local government offices, commercial milk companies, and commercial real estate offices. Roman Catholic religious institutions were not contacted because QED calls each Catholic diocese during its annual list update. All schools not on the QED file or the lists from the private school associations were eligible to be selected for the area sample. Most of these schools were selected with certainty.

However, when sampling was performed, schools in the area frame that could be contacted were sampled with probability proportional to the square root of the number of teachers, and those that could not be contacted were selected using a systematic equal probability sampling procedure. A private school was declared out-of-scope and excluded from the sample if it did not have any students in any of grades 1-12, if it operated in a private home that was used as a family residence, or if it was undetermined whether it operated in a private home and its enrollment was less than 10 students or it had only one teacher.

Selection of teachers for SASS

All 56,242 public and 11,529 private school teachers in the teacher samples were selected from the 9,317 public and 3,513 private sample schools. A list which included all full-time and part-time teachers, itinerant teachers, and long-term substitutes was obtained from each sample school. Within each school, teachers were stratified by experience; one stratum included new teachers, and a second stratum included all other teachers. New teachers were those who, counting the 1987-88 school year, were in the first, second, or third year of their teaching career in either a public or private school system. Within each teacher stratum, elementary and secondary teachers were sorted by subject. Elementary teachers were sorted by General Elementary Education, Special Education, and other; Secondary teachers were sorted by Mathematics, Science, English, Social Science, Vocational Education, and other.

The public and private school teacher samples were each designed to include a basic sample and a Bilingual/ESL(English as a Second Language) supplement. The Bilingual/ESL supplement treated as one group teachers who use a native language other than English to instruct students having limited English proficiency, and teachers who provide students having limited English proficiency with intensive instruction in English. The supplement was funded by the Department of Education's Office of Bilingual Education and Minority Language Affairs (OBEMLA) in order to obtain more reliable estimates of Bilingual/ESL teachers.

The basic sample of teachers was allocated to the sample schools in each stratum so that the teacher weights were approximately equal. The specified average teacher sample size for each sample school (4, 8, and 6 teachers for each public elementary, secondary, and combined school, respectively, and 4, 5, and 3 teachers for each private elementary, secondary, and combined school, respectively) was then allocated to the two teacher strata to obtain a 60 percent oversampling of new private school teachers. New teachers were not oversampled in the public sector. Finally, an equal probability systematic sampling scheme

was applied to select the basic sample within each school. The Bilingual/ESL supplement was selected independently from the basic sample, and was designed to provide estimates for California, Texas, Florida, Illinois, New York, and all other States combined. Within a school containing Bilingual/ESL teachers, teachers were selected systematically with equal probability.

The sample sizes were as follows:

Basic samples	
Public	54,340
Private	11,412
Bilingual/ESL supplement samples	
Public	2,258
Private	183

Bilingual/ESL teachers selected in both the basic and supplement samples were unduplicated so that each teacher appears only once in the combined sample of Bilingual/ESL and all other teachers.

In the data collection phase of the survey, a subsample of nonmail returns (57 percent of nonmail returns) was followed up by telephone during April, May, and June. This subsample had their weights adjusted to reflect the subsampling.

More detailed information about the sampling will be available from a forthcoming technical report.

Selection of teachers for the Teacher Followup Survey

Within each public stratum, responding SASS teachers were sorted by Census Region by Urbanicity by Teacher Subject by School Enrollment. Within each private stratum, responding teachers were sorted by Affiliation by Urbanicity by Teacher Subject by School Enrollment.

After the teachers were sorted, teachers were selected within each stratum using a probability proportional to size sampling procedure. The measure of size was the SASS basic weight (inverse of the probability of selecting a teacher in the SASS teacher sample). This sample allocation yielded a total sample size of 7,172 teachers, 2,987 leavers and 4,185 stayers and movers.

Data Collection Procedures

The Census Bureau was the data collection agency for the Teacher Followup Survey, which took place during the 1988-89 school year. The TFS was conducted in two phases. The first phase consisted of contacting schools to determine present

occupational status of teachers who were selected for the teacher sample in the 1988 SASS. In late October, the Census Bureau mailed the Teacher Status Form to 11,584 schools (8,733 public and 2,851 private) nationally. The school principal or head was asked to complete the form, indicating whether the teacher was still at the school in a teaching or non-teaching capacity, or had left the school to teach elsewhere or for a non-teaching occupation.

Phase II of the TFS commenced in March 1989. The first questionnaire, Questionnaire for Former Teachers, was sent to 2,987 sample persons who were reported by school administrators as having left the teaching profession. The second questionnaire, the Questionnaire for Current Teachers, was sent to 4,185 sample persons who were reported as still teaching at the elementary or secondary level. Both questionnaires were mailed to teachers at their home addresses. The respondents were requested to complete the questionnaire and return it to the Census Bureau.

For respondents who did not return a questionnaire within four to five weeks, the Census Bureau conducted a second mailout. The telephone follow-up of all nonrespondents to the second mailout began in May 1989. Field follow-up of nonrespondents closed out on July 7, 1989.

Survey Response Rates

The following table summarizes the overall weighted response rates for the Teacher Followup Survey.

	Total	Public	Private
Total	97.2	97.3	96.0
Former Teacher form	93.5	93.6	93.1
Current Teacher form	97.4	97.5	96.6

Item Descriptions

The Questionnaire for Current Teachers (stayers and movers) is shown in appendix A-1. The Questionnaire for Former Teachers (leavers) is shown in appendix A-2.

Item Response Rates

The following table is a brief summary of the weighted item response rates for the items from the two questionnaires of the

Teacher Followup Survey which are presented in these tables.

	Range of item response rates	Percentage items with a response rate of 90% or more	Percentage items with a response rate less than 80%	Items with a response rate less than 80%
Former form	86-100%	97%	0%	N/A
Current form	78-100%	96%	4%	13(E)

The teacher followup survey was not imputed for item nonresponse. Item nonresponse in the tables is shown by rows labeled "not reported"; other items had 100 percent response.

Standard errors

The estimates in these tables are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replication procedure that incorporates the design features of this complex sample survey. The standard errors provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors in the tables do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other systematic error. Selected standard errors are presented in tables 13 through 18. Standard errors for other estimates are available upon request.

Definitions

Teacher

A teacher is defined as any full-time or part-time teacher whose school reported that their primary assignment was teaching in any of grades K-12. Itinerant teachers were included, as well as long-term substitutes who were filling the role of a regular teacher on an indefinite basis. An itinerant teacher is defined as a teacher who teaches at more than one school.

Leavers

Leavers are SASS teachers who left the teaching profession between school years 1987-88 and 1988-89.

Movers

Movers are SASS teachers who moved to a different school between school years 1987-88 and 1988-89.

Stayers

Stayers are SASS teachers who stayed in the same school between school years 1987-88 and 1988-89.

Public School

A public school is defined as an institution which provides educational services, has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, and is operated by an education agency. Prison schools, schools operated by the Department of Defense and the Bureau of Indian Affairs were included.

Private School

A private school is defined as a school not in the public system that provides instruction for any of grades 1-12 where the instruction is not given exclusively in a private home. Schools which provided instruction for grade K were included if they also had any of grades 1 through 12.

Elementary School

An elementary school is defined as a school which has no grade higher than 8 and at least one grade of 6 or below.

Secondary School

A secondary school is defined as a school which has no grade less than 7.

Combined School

A combined school is defined as a school which has at least one grade of 6 or below and at least one grade of 9 or above.

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Elementary/Secondary Education Statistics Division, was the mathematical-statistical consultant for the report.

For More Information

For more information about this report or the Teacher Followup Survey, contact Sharon A. Bobbitt, Elementary/Secondary Education Statistics Division, National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Ave. NW, Washington, DC, 20208-5651, telephone (202) 219-1461.

Appendix A-1

Teacher Followup Survey

Questionnaire for Current Teachers

OMB No.1850-0621
Approval Expires December 31, 1989

This report is authorized by the General Education Provisions Act (20 USC 1221e-1). Your answers will be kept strictly confidential. The release of information contained on this form is restricted in conformance with Public Law 100-297

Are you currently teaching -- full-time, part-time, or as a long- term substitute-- in grades K through 12?

002

1 ☐ YES *Please continue with this survey.*

2 ☐ NO ***Stop now*** *and return this form to the Census Bureau in the enclosed envelope. You will be sent another form for teachers who have left their teaching positions.*

INSTRUCTIONS

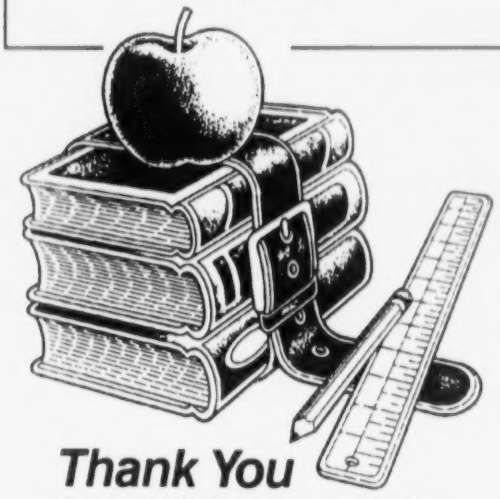
Unless otherwise indicated, all questions refer to the 1988-89 school year.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the *"Remarks"* section.

If you have any questions, call the Bureau of the Census collect at (301)763-2220

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132



Thank You **for taking part in this survey.**

U.S. Department of Commerce
BUREAU OF THE CENSUS
Acting as Collecting Agent for
U.S. Department of Education
NATIONAL CENTER FOR
EDUCATION STATISTICS

003 3 ☒ OFFICE USE ONLY

FORM TFS-3 Ⓢ (2-14-89)

Please correct any error in name and address including *ZIP* Code

SECTION I – EMPLOYMENT AND TEACHING STATUS

1. Of the following, which is your current PRIMARY status and which, if any, is your current SECONDARY status? Primary and secondary status is defined in terms of the amount of time you spend on each during the normal work week. If your time is equally divided between two occupations or activities, e.g., you are retired but have returned half time to teaching, list either one as primary and the other as secondary.

Select only one primary and one secondary status code.

1 Teaching in an elementary or secondary school
2 Working in an elementary or secondary school with an assignment OTHER THAN teaching
3 Working in an occupation outside of elementary or secondary education
4 Attending a college or university
5 Homemaking and/or child rearing
6 Retired
7 Other – *Please specify* ➘

_____

_____

104 ☐ Primary status

105 ☐ Secondary status

106 1 ☐ Check here if your time is equally divided between your primary and secondary status

2. Which of the following categories describes your position as a school EMPLOYEE?

Mark (X) only one box.

107
1 ☐ Full-time employee
2 ☐ ¾ time or more, but less than full-time employee
3 ☐ ½ time or more, but less than ¾ time employee
4 ☐ ¼ time or more, but less than ½ time employee
5 ☐ Less than ¼ time employee

3a. Which of the following categories describes your position as a TEACHER at your school?

Mark (X) only one box.

108
1 ☐ Full-time teacher
2 ☐ ¾ time or more, but less than full-time teacher
3 ☐ ½ time or more, but less than ¾ time teacher
4 ☐ ¼ time or more, but less than ½ time teacher
5 ☐ Less than ¼ time teacher

b. Which of the following categories best describes your teaching assignment?

Mark (X) only one box.

109
1 ☐ Regular full-time or part-time teacher
2 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
3 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on an indefinite basis, but you are still considered a substitute)

4. If you are a full-time school or district employee with less than a full-time teaching assignment, which of the following categories best describes your other school assignment?

Mark (X) only one box.

110
1 ☐ Administrator (e.g., principal, assistant principal, director, head)
2 ☐ Nonteaching specialist (e.g., counselor, librarian)
3 ☐ Resource person for other teachers (e.g., department head, resource teacher, curriculum coordinator, mentor teacher)
4 ☐ Support staff (e.g., secretary, aide)
5 ☐ Coach
6 ☐ Other – *Specify* ➘

_____

7 ☐ Not applicable

SECTION I – EMPLOYMENT AND TEACHING STATUS – *Continued*

TEACHING ASSIGNMENT FIELD CODE NUMBERS FOR QUESTIONS 5a AND b

01 Pre-kindergarten
02 Kindergarten
03 General elementary

Special Areas

04 Art
05 Basic skills and remedial education[1]
06 Bilingual education[1]
07 Business education
08 Computer science
09 English/language arts
10 English as a second language
11 Foreign language
12 Gifted[1]

Special Areas *(Continued)*

13 Health, physical education
14 Home economics
15 Industrial arts
16 Mathematics
17 Music
18 Reading
19 Religion/philosophy
20 Social studies/social science

Science

21 Biology
22 Chemistry
23 Earth science/geology
24 Physics
25 General and all other science

Special Education

26 Mentally retarded
27 Emotionally disturbed
28 Learning disabled
29 Speech and hearing impaired
30 Other special education

31 Vocational education

32 ALL OTHERS

[1] If your primary or secondary assignment is BASIC SKILLS AND REMEDIAL EDUCATION, BILINGUAL EDUCATION, or GIFTED, **and** as part of that assignment you teach a specific subject area (e.g., remedial math, bilingual social studies, or gifted science), record the code for Basic skills, Bilingual education, or Gifted as the assignment area.

5a. What is your current primary teaching assignment field at THIS SCHOOL, that is, the field in which you teach the most classes?

(Use the code numbers listed above to record your assignment field. If your teaching schedule is divided equally between two fields, record either field as your primary assignment for this question, mark box 1, and record the second field in question 5b.)

111 ☐☐ Primary assignment field code

112 1 ☐ Teaching schedule equally divided across two fields

b. Do you have a secondary teaching assignment field at THIS SCHOOL, that is, are some of your classes in other fields?

113 1 ☐ Yes – **In what field do you teach the second most classes?** 114 ☐☐
(Use the assignment field codes listed above.) →

2 ☐ No

6a. Do you have a teaching certificate in this state in your –

(1) Primary assignment field?

(2) Secondary assignment field, if any?

b. If you do, what type of certification do you hold in each field? *(Use the codes below for type of certification.)*

c. Was this certificate granted within the last year?

Codes for certification

1 Regular or standard state certification (the standard certification offered in your state)

2 Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period)

3 Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)

4 Full certification by accrediting or certifying body other than state

Field	Have state certification? (a)	If "Yes" in column (a): Code for type of certification (b)	If "Yes" in column (a): Certificate granted within the last year (c)
	115	116	117
(1) Primary assignment field	1 ☐ Yes 2 ☐ No	☐	1 ☐ Yes 2 ☐ No
	118	119	120
(2) Secondary assignment field (if any)	1 ☐ Yes 2 ☐ No	☐	1 ☐ Yes 2 ☐ No

7. In what grade levels are the students in your classes at this school?

Mark (X) all that apply.

121 01 ☐ Pre-kindergarten
* 02 ☐ Kindergarten
03 ☐ 1st
04 ☐ 2nd
05 ☐ 3rd
06 ☐ 4th
122 07 ☐ 5th
* 08 ☐ 6th
09 ☐ 7th
123 10 ☐ 8th
124 11 ☐ 9th
125 12 ☐ 10th
126 13 ☐ 11th
127 14 ☐ 12th
128 15 ☐ 13th
129 16 ☐ 14th
130 17 ☐ Ungraded

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SECTION I — EMPLOYMENT AND TEACHING STATUS — *Continued*

8. Which of the following best describes the community in which your present school is located?

Mark (X) only one box.

131
- 01 ☐ A rural or farming community
- 02 ☐ A small city or town of fewer than 50,000 people that is not a suburb of a larger city
- 03 ☐ A medium-sized city (50,000 to 100,000 people)
- 04 ☐ A suburb of a medium-sized city
- 05 ☐ A large city (100,000 to 500,000 people)
- 06 ☐ A suburb of a large city
- 07 ☐ A very large city (over 500,000 people)
- 08 ☐ A suburb of a very large city
- 09 ☐ A military base or station
- 10 ☐ An Indian reservation

9. Are you currently teaching in the SAME school as you were last year when you completed the teacher survey?

132
- 1 ☐ Yes — *SKIP to question 14 on page 6*
- 2 ☐ No — *Continue with question 10*

10. Are you currently teaching in the same state as you were last year when you completed the teacher survey?

133
- 1 ☐ Yes
- 2 ☐ No — **In which state or country are you teaching now?**

134 ☐☐ _____

11. Which of the following best describes your move from last year's school to this year's school?

Mark (X) only one box.

135
- 1 ☐ Moved from one public school to another public school in the SAME school district
- 2 ☐ Moved from one public school district to another public school district
- 3 ☐ Moved from a private school to a public school

SKIP to question 13

- 4 ☐ Moved from one private school to another private school
- 5 ☐ Moved from a public school to a private school

Continue with question 12

12. Is the private school in which you currently teach affiliated with the Roman Catholic Church or another religious organization, or is it non-religious? *Mark (X) only one box.*

136
- 1 ☐ Religious — Roman Catholic
- 2 ☐ Religious — Non-Roman Catholic
- 3 ☐ Non-Religious

Remarks

SECTION I — EMPLOYMENT AND TEACHING STATUS — *Continued*

POSSIBLE REASONS FOR LEAVING PREVIOUS SCHOOL

(Use codes in questions 13a, b, and c)

1 Family or personal move
2 For better salary or benefits
3 For a better teaching assignment (subject area or grade level)
4 School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)
5 Dissatisfied with the previous school

13a. What was your main reason for leaving the school in which you taught last year? 137 ☐ Main reason — *Enter code from above*

b. Did you have a second reason for leaving? 138
1 ☐ Yes — **What was your second reason?** 139 ☐ *(Enter code, then continue with 13c)* →
2 ☐ No — *SKIP to question 13d*

c. Did you have a third reason for leaving? 140
1 ☐ Yes — **What was your third reason?** *(Enter code)* 141 ☐ →
2 ☐ No

13d. Did you enter code 5 for one of your reasons in question 13a, b, or c? 142
1 ☐ Yes — *Continue with question 13e*
2 ☐ No — *SKIP to question 14*

POSSIBLE AREAS OF DISSATISFACTION

(Use codes in questions 13e, f, and g)

01 Poor opportunity for professional advancement
02 Inadequate support from administration
03 Unsafe working environment
04 Lack of influence over school policies and practices
05 Lack of control over own classroom
06 Lack of professional competence of colleagues
07 Poor student motivation to learn
08 Generally poor working conditions
09 Class sizes too large
10 Student discipline problems
11 Poor salary

13e. What was your main area of dissatisfaction with teaching in your previous school? 143 ☐☐ Main dissatisfaction — *Enter code from above*

f. Did you have a second area of dissatisfaction? 144
1 ☐ Yes — **What was your second area?** 145 ☐☐ *(Enter code, then continue with 13g)* →
2 ☐ No — *SKIP to question 14*

g. Did you have a third area of dissatisfaction? 146
1 ☐ Yes — **What was your third area?** *(Enter code)* 147 ☐☐ →
2 ☐ No

Remarks

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SECTION II — EDUCATIONAL ACTIVITIES AND FUTURE PLANS

14. Have you earned any new degrees in the past year?

148 1 ☐ Yes — *Continue with question 15*
2 ☐ No — *SKIP to question 19*

15. When did you earn this degree?

149 ☐☐ Month 150 1 9 ☐☐ Year

16. What type of degree is it?

Mark (X) only one box.

151 1 ☐ Bachelor's
2 ☐ Master's
3 ☐ Education specialist or professional diploma (at least one year beyond master's level)
4 ☐ Doctorate (e.g., Ph.D., Ed.D.)
5 ☐ Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

MAJOR FIELD CODE NUMBERS FOR QUESTIONS 17 AND 21

GENERAL

11 Agriculture and natural resources
12 Architecture and environmental design
13 Area and ethnic studies
14 Biological/life science
15 Business and management
16 Communications
17 Computer and information sciences
18 Engineering
19 Fine and applied arts
20 Foreign languages
21 Health professions
22 Home economics
23 Law
24 Letters (English, literature, speech, classics)
25 Library science
26 Mathematics
27 Military science
28 Multi/interdisciplinary studies
29 Philosophy and religion
30 Psychology
31 Public affairs and services
32 Theology

Physical sciences
33 Chemistry
34 Physics
35 Geology/earth science
36 Other physical sciences

Social sciences
37 Economics
38 History
39 Political science and government
40 Sociology
41 Other social sciences

42 Other

EDUCATION

General education
51 Elementary education
52 Pre-elementary/early childhood education
53 Secondary education

Subject area education
54 Agricultural education
55 Art education
56 Bilingual education
57 Business, commerce, and distributive education
58 English as a second language
59 English education
60 Foreign languages education
61 Home economics education
62 Industrial arts, vocational and technical education
63 Mathematics education
64 Music education
65 Physical education/health education
66 Reading education
67 Science education
68 Social studies/social sciences education

Special education
70 Special education, general
71 Education of the emotionally disturbed
72 Education of the mentally retarded
73 Education of the speech/hearing/vision impaired
74 Special learning disabilities
75 Other special education

Other education
80 Curriculum and instruction
81 Educational administration
82 Educational psychology
83 Student personnel and counseling
84 Other education

17. What is the major field of study for your NEW degree? *(Use the field codes above in filling out this question.)*

152 ☐☐ Major field

18. For what purpose did you earn this degree?

Mark (X) only one box.

153 1 ☐ To increase salary
2 ☐ For professional development in current field
3 ☐ To teach in a different field than the one taught last year
4 ☐ For a nonteaching position in elementary or secondary education
5 ☐ For an occupation outside elementary or secondary education other than current job
6 ☐ Other — *Specify* 7 _____

19. Are you currently enrolled in a degree program?

Mark (X) only one box.

154 1 ☐ No — *SKIP to question 23*
2 ☐ Yes, as a full-time student } *Continue with question 20*
3 ☐ Yes, as a part-time student }

FORM TFS 3 (2-15-89)

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SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS – *Continued*

20. What type of degree are you pursuing?

Mark (X) only one box.

155

1 ☐ Bachelor's
2 ☐ Master's
3 ☐ Education specialist or professional diploma
4 ☐ Doctorate (e.g., Ph.D., Ed.D.)
5 ☐ Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

21. What is the major field of study for the degree you are pursuing?

(Please use the field codes on page 6 in filling out this question.)

156

☐☐ Major field

22. For what purpose are you pursuing this degree?

Mark (X) only one box.

157

1 ☐ To increase teacher salary
2 ☐ For professional development in current teaching field
3 ☐ To teach in another field
4 ☐ For a nonteaching position in elementary or secondary education
5 ☐ For an occupation outside elementary or secondary education
6 ☐ Other – *Specify* _____

23. How long do you plan to remain in teaching?

Mark (X) only one box.

158

1 ☐ As long as able } *Continue with question 24*
2 ☐ Until eligible for retirement } *Continue with question 24*
3 ☐ Plan to leave teaching as soon as possible } *SKIP to question 25*
4 ☐ Undecided } *SKIP to question 25*

24. In how many years do you plan to retire from teaching?

159

_____ Years

25. What do you expect your main activity will be during the next school year (1989–90)?

Mark (X) only one box.

160

01 ☐ Teaching in this school
15 ☐ Teaching in another school
16 ☐ Teaching at the pre-kindergarten or post-secondary level
06 ☐ Attending a college or university
07 ☐ Working in a nonteaching occupation in the field of education
08 ☐ Working in an occupation outside the field of education
09 ☐ Homemaking and/or child rearing
10 ☐ Unemployed and seeking work
11 ☐ Military service
12 ☐ Retired
13 ☐ Other – *Specify* _____

SECTION III – YOUR OPINIONS

POSSIBLE STEPS SCHOOLS MIGHT TAKE TO ENCOURAGE TEACHERS

(Use codes in questions 26a, b, and c)

01 Providing higher salaries or better fringe benefits
02 Improving opportunities for professional advancement
03 Dealing more effectively with student discipline and making schools safer
04 Giving teachers more authority in the school and in their own classrooms
05 Increasing standards for students' academic performance
06 Providing better resources and materials for classroom use
07 Decreasing class size
08 Reducing the paperwork burden on teachers
09 Providing more support for new teachers (e.g., mentor teacher programs)
10 Increasing parent involvement in the schools
11 Reducing teacher workload
12 Providing merit pay or other pay incentives to teachers
13 Providing teacher training in content areas and instructional methods

26a. What would be the most effective step that schools might take to encourage teachers to remain in teaching? 161 ☐☐ Most effective step – *Enter code from above*

b. What would be the second most effective step? 162 ☐☐ Second step – *Enter code from above*

c. What would be the third most effective step? 163 ☐☐ Third step – *Enter code from above*

Remarks

FORM TFS-3 (2-15-89)

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SECTION III – YOUR OPINIONS – *Continued*

27. How satisfied are you with EACH of the following aspects of teaching? Are you (a) Very satisfied, (b) Somewhat satisfied, (c) Somewhat dissatisfied, or (d) Very dissatisfied with –

	Very satisfied (a)	Somewhat satisfied (b)	Somewhat dissatisfied (c)	Very dissatisfied (d)
(1) Salary	164 1 ☐	2 ☐	3 ☐	4 ☐
(2) Benefits	165 1 ☐	2 ☐	3 ☐	4 ☐
(3) Opportunity for professional advancement	166 1 ☐	2 ☐	3 ☐	4 ☐
(4) Support/recognition of administrators	167 1 ☐	2 ☐	3 ☐	4 ☐
(5) Safety of school environment	168 1 ☐	2 ☐	3 ☐	4 ☐
(6) Your influence over school policies and practices	169 1 ☐	2 ☐	3 ☐	4 ☐
(7) Autonomy or control over your own classroom	170 1 ☐	2 ☐	3 ☐	4 ☐
(8) Professional caliber of colleagues	171 1 ☐	2 ☐	3 ☐	4 ☐
(9) The esteem of society for the teaching profession	172 1 ☐	2 ☐	3 ☐	4 ☐
(10) Procedures for evaluating your performance	173 1 ☐	2 ☐	3 ☐	4 ☐
(11) Teaching load	174 1 ☐	2 ☐	3 ☐	4 ☐
(12) Availability of resources and materials/equipment for your classroom	175 1 ☐	2 ☐	3 ☐	4 ☐
(13) General working conditions	176 1 ☐	2 ☐	3 ☐	4 ☐
(14) Job security	177 1 ☐	2 ☐	3 ☐	4 ☐
(15) Intellectual challenge	178 1 ☐	2 ☐	3 ☐	4 ☐
(16) Student motivation to learn	179 1 ☐	2 ☐	3 ☐	4 ☐
(17) School learning environment	180 1 ☐	2 ☐	3 ☐	4 ☐
(18) Student discipline and behavior	181 1 ☐	2 ☐	3 ☐	4 ☐
(19) Class size	182 1 ☐	2 ☐	3 ☐	4 ☐
(20) Support from parents	183 1 ☐	2 ☐	3 ☐	4 ☐

SECTION IV — PERSONAL INFORMATION

28. What is your current marital status?

184 1 ☐ Married
2 ☐ Widowed, divorced, or separated
3 ☐ Never married

29. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?

185 ☐ Number of children supported — *Continue with question 30*

o ☐ None — *SKIP to question 31*

30. What was the age of your youngest child on his/her last birthday? *(If child is less than one year, please enter "0.")*

186 ☐ Age of youngest child

31. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

187 1 ☐ Yes — **How many persons?** → 188 ☐
2 ☐ No

32. The following questions refer to your before-tax earnings from teaching and other employment from mid-June 1988 to mid-June 1989.
Include only YOUR earnings. Estimate to the nearest hundred dollars. If you do not receive income from a particular source, mark the "None" box.

a. During the summer of 1988, how much did you earn in —

(1) Summer school salary from this or any other school?

189 $ _____ . 00
o ☐ None

(2) Other SCHOOL compensation for summer work at this or any other school?

190 $ _____ . 00
o ☐ None

(3) Earnings from NONSCHOOL employment during the summer of 1988?

191 $ _____ . 00
o ☐ None

b. What is your academic base year salary for teaching for the 1988–89 school year?

192 $ _____ . 00
o ☐ Position is unpaid

c. During the 1988–89 school year, how much will you earn in additional compensation from your school(s) for extra curricular or additional activities such as coaching, student activity sponsorship, or evening classes?

193 $ _____ . 00
o ☐ None

d. During the 1988–89 school year, how much will you earn from NONSCHOOL employment?

194 $ _____ . 00
o ☐ None

e. What is your total earned income from mid-June 1988 to mid-June 1989?

Your answer to this question should be equal to the sum of your answers to questions 32a–d.

195 $ _____ . 00
o ☐ None

SECTION IV — PERSONAL INFORMATION — *Continued*

33. Which category represents the total combined income of ALL FAMILY MEMBERS in your household during 1988? This includes money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household who are 14 years of age or older.

Mark (X) only one box.

196

- 01 ☐ Less than $10,000
- 02 ☐ $10,000 – $14,999
- 03 ☐ 15,000 – 19,999
- 04 ☐ 20,000 – 24,999
- 05 ☐ 25,000 – 29,999
- 06 ☐ 30,000 – 34,999
- 07 ☐ 35,000 – 39,999
- 08 ☐ 40,000 – 49,999
- 09 ☐ 50,000 – 59,999
- 10 ☐ 60,000 – 74,999
- 11 ☐ 75,000 – 99,999
- 12 ☐ 100,000 or more

Remarks

Appendix A-2

Teacher Followup Survey

Questionnaire for Former Teachers

OMB No.1850-0621
Approval Expires December 31, 1989

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Are you currently teaching -- full-time, part-time, or as a long- term substitute-- in grades K through 12?

002

1 ☐ YES *Stop now and return this form to the Census Bureau in the enclosed envelope. You will be sent another form for teachers who are still teaching.*

2 ☐ NO *Please continue with this survey.*

INSTRUCTIONS

Unless otherwise indicated, all questions refer to the 1988-89 school year.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the *"Remarks"* section.

If you have any questions, call the Bureau of the Census collect at (301)763-2220.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

Thank You for taking part in this survey.

U.S. Department of Commerce
BUREAU OF THE CENSUS
Acting as collecting Agent for
U.S. Department of Education
NATIONAL CENTER FOR EDUCATION STATISTICS

003 1 ☒ OFFICE USE ONLY

FORM TFS-2 Ⓛ (2-14-89)

Please correct any error in name and address including ZIP Code

SECTION I — EMPLOYMENT STATUS

1. What is your PRIMARY OCCUPATIONAL status?

Mark (X) only one box.

004

1 ☐ Working in an elementary or secondary school with an assignment OTHER THAN teaching — *Continue with question 2*

2 ☐ Working in an occupation outside of elementary or secondary education — *SKIP to question 3*

3 ☐ Attending a college or university
4 ☐ Homemaking and/or child rearing
5 ☐ Retired
6 ☐ Disabled
7 ☐ Other — *Specify* _____

SKIP to question 8

2. What is your main school assignment?

Mark (X) only one box.

005

1 ☐ Administrator (e.g., principal, assistant principal, director, head)
2 ☐ Nonteaching specialist (e.g., counselor, librarian)
3 ☐ Resource person for other teachers (e.g., department head, resource teacher, curriculum coordinator, mentor teacher)
4 ☐ Support staff (e.g., secretary, aide)
5 ☐ Coach
6 ☐ Other — *Specify* _____

SKIP to question 4

Answer questions 3a–e ONLY if you marked box 2 in answer to question 1 above.

3a. For whom do you work? *(Record the name of the company, business, or ogranization.)* _____

b. What kind of business or industry is this ? (For example, retail shoe store, State Labor Department, bicycle manufacturer, farm.)

006 ☐☐☐ _____

c. What kind of work do you do? (Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.)

007 ☐☐☐ _____

d. What are your most important activities or duties at this job? (For example, typing, selling cars, driving delivery truck, caring for livestock.) _____

e. How would you classify yourself on this job?

Mark (X) only one box.

008

1 ☐ An employee of a PRIVATE company, business, or individual for wages, salary, or commission
2 ☐ A FEDERAL government employee
3 ☐ A STATE government employee
4 ☐ A LOCAL government employee
5 ☐ SELF-EMPLOYED in your own business, professional practice, or farm
6 ☐ Working WITHOUT PAY in a family business or farm
7 ☐ Working WITHOUT PAY in a volunteer job

SECTION I — EMPLOYMENT STATUS — *Continued*

4. Which of the following categories best describes your position as an EMPLOYEE?

Mark (X) only one box.

009

1 ☐ Full-time employee
2 ☐ ¾ time or more, but less than full-time employee
3 ☐ ½ time or more, but less than ¾ time employee
4 ☐ ¼ time or more, but less than ½ time employee
5 ☐ Less than ¼ time employee

5. Altogether, how much do you usually earn at this job before deductions?

010 $ _____ . _____ per →
(Dollars) (Cents)

011

1 ☐ Hour
2 ☐ Day
3 ☐ Week
4 ☐ Biweekly
5 ☐ Month
6 ☐ Year
7 ☐ Other — *Specify* _____

6. How long do you plan to remain in this job?

Mark (X) only one box.

012

1 ☐ As long as able } *Continue with question 7*
2 ☐ Until eligible for retirement
3 ☐ Plan to leave as soon as possible } *SKIP to question 8*
4 ☐ Undecided

7. In how many years do you plan to retire?

013 _____ Years

8. What do you expect your main activity will be during the next school year (1989-90)?

Mark (X) only one box.

014

14 ☐ Teaching any of grades K — 12
16 ☐ Teaching at the pre-kindergarten or post-secondary level
06 ☐ Attending a college or university
07 ☐ Working in a nonteaching occupation in the field of education
08 ☐ Working in an occupation outside the field of education
09 ☐ Homemaking and/or child rearing
10 ☐ Unemployed and seeking work
11 ☐ Military service
12 ☐ Retired
13 ☐ Other — *Specify* →

_____

Remarks

SECTION II — EDUCATIONAL ACTIVITIES AND FUTURE PLANS

9. Have you earned any new degrees in the past year?

015 1 ☐ Yes — *Continue with question 10*
2 ☐ No — *SKIP to question 14*

10. When did you earn this degree?

016 ☐☐ Month 017 1 9 ☐☐ Year

11. What type of degree is it?

Mark (X) only one box.

018 1 ☐ Bachelor's
2 ☐ Master's
3 ☐ Education specialist or professional diploma (at least one year beyond master's level)
4 ☐ Doctorate (e.g., Ph.D., Ed.D.)
5 ☐ Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

MAJOR FIELD CODE NUMBERS FOR QUESTIONS 12 AND 16

GENERAL

11 Agriculture and natural resources
12 Architecture and environmental design
13 Area and ethnic studies
14 Biological/life science
15 Business and management
16 Communications
17 Computer and information sciences
18 Engineering
19 Fine and applied arts
20 Foreign languages
21 Health professions
22 Home economics
23 Law
24 Letters (English, literature, speech, classics)
25 Library science
26 Mathematics
27 Military science
28 Multi/interdisciplinary studies
29 Philosophy and religion
30 Psychology
31 Public affairs and services
32 Theology

Physical sciences
33 Chemistry
34 Physics
35 Geology/earth science
36 Other physical sciences

Social sciences
37 Economics
38 History
39 Political science and government
40 Sociology
41 Other social sciences

42 Other

EDUCATION

General education
51 Elementary education
52 Pre-elementary/early childhood education
53 Secondary education

Subject area education
54 Agricultural education
55 Art education
56 Bilingual education
57 Business, commerce, and distributive education
58 English as a second language
59 English education
60 Foreign languages education
61 Home economics education
62 Industrial arts, vocational and technical education
63 Mathematics education
64 Music education
65 Physical education/health education
66 Reading education
67 Science education
68 Social studies/social sciences education

Special education
70 Special education, general
71 Education of the emotionally disturbed
72 Education of the mentally retarded
73 Education of the speech/hearing/vision impaired
74 Special learning disabilities
75 Other special education

Other education
80 Curriculum and instruction
81 Educational administration
82 Educational psychology
83 Student personnel and counseling
84 Other education

12. What is the major field of study for your NEW degree ? *(Use the field codes above in filling out this question.)*

019 ☐☐ Major field

13. For what purpose did you earn this degree?

Mark (X) only one box.

020 1 ☐ To increase salary
2 ☐ For professional development in current field
3 ☐ To teach in a different field than the one taught last year
4 ☐ For a nonteaching position in elementary or secondary education
5 ☐ For an occupation outside elementary or secondary education other than current job
6 ☐ Other — *Specify*

_____

14. Are you currently enrolled in a degree program?

Mark (X) only one box.

021 1 ☐ No — *SKIP to question 18*
2 ☐ Yes, as a full-time student } *Continue with question 15*
3 ☐ Yes, as a part-time student }

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SECTION II — EDUCATIONAL ACTIVITIES AND FUTURE PLANS — *Continued*

15. What type of degree are you pursuing?

Mark (X) only one box.

022
1 ☐ Bachelor's
2 ☐ Master's
3 ☐ Education specialist or professional diploma
4 ☐ Doctorate (e.g., Ph.D., Ed.D.)
5 ☐ Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

16. What is the major field of study for the degree you are pursuing?

(Please use the field codes on page 4 in filling out this question.)

023 ☐☐ Major field

17. For what purpose are you pursuing this degree?

Mark (X) only one box.

024
1 ☐ To increase current salary
2 ☐ For professional development in current field
3 ☐ To teach in a different field than the one taught last year
4 ☐ For a nonteaching position in elementary or secondary education
5 ☐ For an occupation outside elementary or secondary education other than current job
6 ☐ Other — *Specify* ➘ _____

18. Do you plan to return to teaching?

Mark (X) only one box.

025
1 ☐ Yes — *Continue with question 19*
2 ☐ No — *SKIP to question 21a*
3 ☐ Undecided — *Continue with question 19*

19. How soon might you return to teaching?

Mark (X) only one box.

026
1 ☐ Later this school year
2 ☐ Next year
3 ☐ Within five years
4 ☐ More than five years from now
5 ☐ Undecided

20. At which level would you teach?

Mark (X) all that apply.

027
1 ☐ Pre-kindergarten
2 ☐ Elementary (including kindergarten)
3 ☐ Junior high/middle school
4 ☐ High school
5 ☐ Post-secondary

21a. Do you have a "lifetime" teaching certificate?

028
1 ☐ Yes — *SKIP to question 23a*
2 ☐ No — *Continue with question 21b*

b. Has there been a change in your teacher certification status since last year?

Mark (X) all that apply.

029
1 ☐ No change
2 ☐ Yes — Certification has lapsed
3 ☐ Yes — Certification has been upgraded from temporary or emergency to a regular certificate
4 ☐ Yes — Certified in a different field
5 ☐ Other change — *Specify* ➘ _____

22. Do you plan to maintain or reinstate your teaching certificate?

030
1 ☐ Yes
2 ☐ No
3 ☐ Undecided

SECTION III – YOUR OPINIONS

POSSIBLE REASONS FOR LEAVING THE TEACHING PROFESSION

(Use codes in questions 23a, b, and c)

01 Family or personal move
02 Pregnancy/child rearing
03 Health
04 To retire
05 To pursue another career
06 For better salary or benefits
07 To take courses to improve career opportunities in the field of education
08 To take courses to improve career opportunities outside the field of education
09 School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)
10 To take a sabbatical or other break from teaching
11 Dissatisfied with teaching as a career
12 Other family or personal reason

23a. What was your main reason for leaving the teaching profession?

031 ☐☐ Main reason – *Enter code from above*

b. Did you have a second reason for leaving?

032 1 ☐ Yes – **What was your second reason?** *(Enter code, then continue with 23c)* → 033 ☐☐
2 ☐ No – *SKIP to question 23d*

c. Did you have a third reason for leaving?

034 1 ☐ Yes – **What was your third reason?** *(Enter code)* → 035 ☐☐
2 ☐ No

23d. Did you enter code 11 for one of your reasons in question 23a, b, or c?

036 1 ☐ Yes – *Continue with question 23e*
2 ☐ No – *SKIP to question 24a*

POSSIBLE AREAS OF DISSATISFACTION

(Use codes in questions 23e, f, and g)

01 Poor opportunity for professional advancement
02 Inadequate support from administration
03 Unsafe working environment
04 Lack of influence over school policies and practices
05 Lack of control over own classroom
06 Lack of professional competence of colleagues
07 Poor student motivation to learn
08 Generally poor working conditions
09 Class sizes too large
10 Student discipline problems
11 Poor salary

23e. What was your main area of dissatisfaction with the teaching profession?

037 ☐☐ Main dissatisfaction – *Enter code from above*

f. Did you have a second area of dissatisfaction?

038 1 ☐ Yes – **What was your second area?** 039 ☐☐
(Enter code, then continue with 23g) →
2 ☐ No – *SKIP to question 24a*

g. Did you have a third area of dissatisfaction?

040 1 ☐ Yes – **What was your third area?** *(Enter code)* → 041 ☐☐
2 ☐ No

SECTION III — YOUR OPINIONS — *Continued*

POSSIBLE STEPS SCHOOLS MIGHT TAKE TO ENCOURAGE TEACHERS

(Use codes in questions 24a, b, and c)

01 Providing higher salaries or better fringe benefits
02 Improving opportunities for professional advancement
03 Dealing more effectively with student discipline and making schools safer
04 Giving teachers more authority in the school and in their own classrooms
05 Increasing standards for students' academic performance
06 Providing better resources and materials for classroom use
07 Decreasing class size
08 Reducing the paperwork burden on teachers
09 Providing more support for new teachers (e.g., mentor teacher programs)
10 Increasing parent involvement in the schools
11 Reducing teacher workload
12 Providing merit pay or other pay incentives to teachers
13 Providing teacher training in content areas and instructional methods

24a. What would be the most effective step that schools might take to encourage teachers to remain in teaching? 042 ☐☐ Most effective step — *Enter code from above*

b. What would be the second most effective step? 043 ☐☐ Second step — *Enter code from above*

c. What would be the third most effective step? 044 ☐☐ Third step — *Enter code from above*

Remarks

SECTION III — YOUR OPINIONS — *Continued*

25. Is your primary occupational status "working" (i.e., box 1 or 2 marked in question 1)?

045
1 ☐ Yes — *Continue with 26*
2 ☐ No — *SKIP to question 28*

26. How would you rate teaching relative to your current PRIMARY occupation in terms of EACH of the following aspects? Please indicate (a) Better in teaching, (b) Better in current position, or (c) No difference.

	Better in teaching (a)	Better in current position (b)	No difference (c)
(1) Salary	046 1 ☐	2 ☐	3 ☐
(2) Opportunities for professional advancement	047 1 ☐	2 ☐	3 ☐
(3) Recognition and support from administrators/managers	048 1 ☐	2 ☐	3 ☐
(4) Safety of environment	049 1 ☐	2 ☐	3 ☐
(5) Influence over workplace policies and practices	050 1 ☐	2 ☐	3 ☐
(6) Autonomy or control over your own work	051 1 ☐	2 ☐	3 ☐
(7) Professional prestige	052 1 ☐	2 ☐	3 ☐
(8) Benefits	053 1 ☐	2 ☐	3 ☐
(9) Procedures for performance evaluation	054 1 ☐	2 ☐	3 ☐
(10) Manageability of workload	055 1 ☐	2 ☐	3 ☐
(11) Availability of resources and materials for doing job	056 1 ☐	2 ☐	3 ☐
(12) General work conditions	057 1 ☐	2 ☐	3 ☐
(13) Job security	058 1 ☐	2 ☐	3 ☐
(14) Professional caliber of colleagues	059 1 ☐	2 ☐	3 ☐
(15) Intellectual challenge	060 1 ☐	2 ☐	3 ☐
(16) Overall job satisfaction	061 1 ☐	2 ☐	3 ☐

SECTION III – YOUR OPINIONS – *Continued*

27. How satisfied are you with EACH of the following aspects of your CURRENT job? Are you (a) Very satisfied, (b) Somewhat satisfied, (c) Somewhat dissatisfied, or (d) Very dissatisfied with –	Very satisfied (a)	Somewhat satisfied (b)	Somewhat dissatisfied (c)	Very dissatisfied (d)
(1) Salary	062 1 ☐	2 ☐	3 ☐	4 ☐
(2) Benefits	063 1 ☐	2 ☐	3 ☐	4 ☐
(3) Opportunity for professional advancement	064 1 ☐	2 ☐	3 ☐	4 ☐
(4) Support/recognition of administrators/managers	065 1 ☐	2 ☐	3 ☐	4 ☐
(5) Safety of environment	066 1 ☐	2 ☐	3 ☐	4 ☐
(6) Your influence over work policies and practices	067 1 ☐	2 ☐	3 ☐	4 ☐
(7) Antonomy or control over your own work	068 1 ☐	2 ☐	3 ☐	4 ☐
(8) Professional caliber of colleagues	069 1 ☐	2 ☐	3 ☐	4 ☐
(9) The esteem of society for your profession	070 1 ☐	2 ☐	3 ☐	4 ☐
(10) Procedures for evaluating your performance	071 1 ☐	2 ☐	3 ☐	4 ☐
(11) Workload	072 1 ☐	2 ☐	3 ☐	4 ☐
(12) Availability of resources and materials/equipment for doing job	073 1 ☐	2 ☐	3 ☐	4 ☐
(13) General working conditions	074 1 ☐	2 ☐	3 ☐	4 ☐
(14) Job security	075 1 ☐	2 ☐	3 ☐	4 ☐
(15) Intellectual challenge	076 1 ☐	2 ☐	3 ☐	4 ☐

Remarks

SECTION IV — PERSONAL INFORMATION

28. What is your current marital status?

077
1 ☐ Married
2 ☐ Widowed, divorced, or separated
3 ☐ Never married

29. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?

078 ☐☐ Number of children supported — *Continue with question 30*
0 ☐ None — *SKIP to question 31*

30. What was the age of your youngest child on his/her last birthday? *(If child is less than one year, please enter "0.")*

079 ☐☐ Age of youngest child

31. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

080
1 ☐ Yes — **How many persons?** → 081 ☐☐
2 ☐ No

32. Which category represents the total combined income of ALL FAMILY MEMBERS in your household during 1988? This includes money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household who are 14 years of age or older.

Mark (X) only one box.

082
01 ☐ Less than $10,000
02 ☐ $10,000 — $14,999
03 ☐ 15,000 — 19,999
04 ☐ 20,000 — 24,999
05 ☐ 25,000 — 29,999
06 ☐ 30,000 — 34,999
07 ☐ 35,000 — 39,999
08 ☐ 40,000 — 49,999
09 ☐ 50,000 — 59,999
10 ☐ 60,000 — 74,999
11 ☐ 75,000 — 99,999
12 ☐ 100,000 or more

Remarks

SECTION V – RESPONDENT INFORMATION

The survey you have completed may involve a brief followup at a later time in order to gain information on former teachers' movements in the labor force. The following information would assist us in contacting you if you move or change jobs.

33. Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and most convenient time to reach you.

083 1 ☐ Same as address label

Your name 084	Spouse's full name	
Street address		
City	State	ZIP Code
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one)* 1 ☐ No phone 2 ☐ My name 3 ☐ Other – *Specify* _____	
Days/times convenient to reach you		

34. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.)

Name 085	Relationship to you	
Street address		
City	State	ZIP Code
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one)* 1 ☐ No phone 2 ☐ Name entered above 3 ☐ Other – *Specify* _____	

Name 086	Relationship to you	
Street address		
City	State	ZIP Code
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one)* 1 ☐ No phone 2 ☐ Name entered above 3 ☐ Other – *Specify* _____	

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
YOUR TIME AND EFFORT ARE MUCH APPRECIATED.

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